# NEW JERSEY DEPARTMENT OF EDUCATION

## OFFICE OF TITLE I

# 2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are _**not**_ identified as a Priority or Focus Schools.

# SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

| DISTRICT INFORMATION | SCHOOL INFORMATION |
|---|---|
| District:  DOVER | School:  East Dover Elementary School |
| Chief School Administrator:    Robert becker | Address: 302 East McFarlan Street Dover, NJ 07801 |
| Chief School Administrator's E-mail: rbecker@dover-nj.org | Grade Levels: K-6 |
| Title I Contact: Kevin Bullock | Principal: Robert Franks |
| Title I Contact E-mail: kbullock@dover-nj.org | Principal's E-mail: rfranks@dover-nj.org |
| Title I Contact Phone Number: 973-989-2004 | Principal's Phone Number: 973-989-2040 |

## Principal's Certification

**The following certification must be made by the principal of the school.  Please Note:** A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☒   I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.


Robert N. Franks                              *Robert N. Franks*                              June 30, 2015
**Principal's Name**                          **Principal's Signature**                       **Date**

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# SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

## Critical Overview Elements

- The School held _____5_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ 3,294,287, which comprised 92.5% of the school's budget in 2014-2015.

- State/local funds to support the school will be $ 3,137,969, which will comprise 92.3% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

| Item | Related to Priority Problem # | Related to Reform Strategy | Budget Line Item (s) | Approximate Cost |
|------|------|------|------|------|
| Title I Extended-day Programs | 2 and 3 | Extended Day/Year Interventions to Address Student Achievement | 100 – 100 (Timesheet) | $4,397 |
| Title I Extended-year Summer Program | 2 and 3 | Extended Day/Year Interventions to Address Student Achievement | 100 – 100 (Timesheet) | $18,363 |
| Parent Involvement Activities- Workshop Facilitators, Supplies, etc. | 2 and 3 | Parental Involvement | 100 – 100 (Timesheet) 200 – 600 Non-instructional Supplies | $1,802 |
| Parent Newsletters | 2 & 3 | Parental Involvement | 200 – 600 Non-instructional Supplies | $1,000 |
| Class Size Reduction | 1 | Intervention to Address Student Achievement | 100 – 100 (Salaries) | $190,987 |
| | | | 200 – 200 (Benefits) | $49,657 |

# SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

*ESEA* §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

## Stakeholder/Schoolwide Committee

**Select committee members to develop the Schoolwide Plan.**
**Note**: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee.  Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan.  Signatures should be kept on file in the school office.  Print a copy of this page to obtain signatures.  **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.
*Add lines as necessary*.

| Name | Stakeholder Group | Participated in Comprehensive Needs Assessment | Participated in Plan Development | Participated in Program Evaluation | Signature |
|---|---|---|---|---|---|
| Mr. Robert Franks | Principal | X | X | X | |
| Ms Teresa Kerr | Vice Principal | X | X | X | |
| Ms Kylie Eisensmith | Classroom Teacher | X | X | X | |
| Ms Jessica Marantz | Classroom Teacher | X | X | X | |
| Ms Erin Viola | Classroom Teacher | X | X | X | |
| Ms Lisa Berg | Classroom Teacher | X | X | X | |
| Ms Jane MacDermant | PTA Representative | X | X | X | |
| Mr. Michael Thiel | Security | X | X | X | |

# SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

## Stakeholder/Schoolwide Committee Meetings

**Purpose**:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year.  List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation.  Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

| Date | Location | Topic | Agenda on File | | Minutes on File | |
|---|---|---|---|---|---|---|
| | | | Yes | No | Yes | No |
| September 15, 2014 | Media Center | Comprehensive Needs Assessment | X | | X | |
| September 24, 2014 | Media Center | Comprehensive Needs Assessment | X | | X | |
| October 20, 2014 | Vice Principal's Office | Schoolwide Plan Development | X | | X | |
| January 5, 2015 | Vice Principal's Office | Schoolwide Plan Development | x | | X | |
| June 8, 2015 | Media Center | Program Evaluation | X | | X | |

*Add rows as necessary*.

## School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

| | |
|---|---|
| **What is the school's mission statement?** | The East Dover School community believes that student success is achieved in a supportive, nurturing, learning environment.  Students are expected to work to the best of their abilities, enabling them to achieve their goals and reach their full potential.  All teachers believe that it is imperative to motivate students by modeling enthusiasm, creating exciting activities, and remaining committed to sustained, meaningful professional development.  All parents believe learning begins in the home and continues as children develop into mature, academically proficient, productive citizens contributing to society on their journey through life. |

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### Evaluation of 2014-2015 Schoolwide Program *
### (For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

   The 2014-15 Title I Plan was implemented as planned with the hiring of staff to reduce class sizes, and an after/before-school extended-day tutoring program was conducted. The Summer Program was created by the teachers, after reviewing the needs of the students in Kindergarten through Grade 6.

2. What were the strengths of the implementation process?

   The engagement of the faculty in the process, as well as the support of the parents were strengths.  The teachers' ability to analyze the data to identify the 'at-risk students' and work in small groups was also a strength.  The Summer Program was conducted during the month of July, which was a reasonable amount of days.  Students were in classes for three hours of math and ELA reinforcement. The K-2 and the 3-6 Family Literacy Night was well attended. The 3-6 Math Night held in May was a well-attended event as well.

3. What implementation challenges and barriers did the school encounter?
   One barrier that continues is language.  Although every attempt is made to ease this barrier, many parents still feel insecure about their understanding of English.  Another barrier for our population is the fact that work and responsibilities connected with younger children limit parental participation.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
   Communication is one of the strengths, however response continues to be a weakness.  We send communications home with students via the 'folder' system and find some students bring the information home in a timely fashion, while others hold on to the communications.  Another strength was data analysis conducted by grade level teams.  Their efforts helped pinpoint areas for improvement and drove the details of the plan. Being able to invite Kindergarten through Grade 6 for the summer program was another strength.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

Stakeholders were invited to attend the Title I Parent Advisory Council meetings: one in September and one in May.  We tried varying the times of the meetings to encourage more parental participation. In the September meeting, a teacher volunteered to simultaneously translate the presentation through the use of headphones.   At the Back-to-School Night, parents received school contact information, as well as the Title I overview in English and Spanish.  The administration communicated plans to other stakeholders school wide while teachers 'sold' the program to parents through regular communication.  At every community event, surveys were distributed in both English and Spanish in order to understand better the needs of the participants.  Teachers also used the assistance of the Parent Classroom Liaison (PCL).

6.  What were the perceptions of the staff?  What tool(s) did the school use to measure the staff's perceptions?

Staff perception was quite positive.  The faculty was responsive to participate in the extended-day tutoring and offered suggestions including the change to add early morning assistance to fifth and sixth grade students.   One tool used to collect the data was a staff survey.

7. What were the perceptions of the community?  What tool(s) did the school use to measure the community's perceptions?

At all Title I community events, surveys were distributed and collected.  Feedback was positive, with the consensus that more opportunities would be appreciated that would bring families together.  Surveys were also sent home for comment on school programs in general.  Parents thanked the school for giving them an opportunity to give their opinion.  The parents want to be involved and feel they can are comfortable with their child's teacher and in coming into the school.

8.  What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

The methods of delivery were different.  For the extended day program, the delivery was small group instruction. Our parent programs were delivered to the group of parents who attended- sometimes the delivery was on-on-one, while other times it was to a small group of parents. The summer program was also kept to a small number per grade level session, to allow for more one-on-one assistance.

9.  How did the school structure the interventions?

Students in need of additional educational interventions were identified in the beginning of the year based on a multiple measure matrix. Students' report card grades, standardized test scores, and teacher recommendations were used to develop a criteria for identification. Students were offered the opportunity to attend after-school tutoring sessions and the summer program.

10. How frequently did students receive instructional interventions?

The students who participated in the after-school tutoring program received services two days a week from January to March and again from April to the end of May.  Sessions were scheduled around the two rounds of PARCC testing. Students participated in math, writing and reading. The Before School Program was offered to students in Grades 5 and 6.  Two sessions were open each morning for students to receive assistance.  A student could have received instruction one or four days a week.

11. What technologies did the school use to support the program?

Teachers employ the Promethean Boards that are located in each classroom.  Students have access to iPads and Mac air-books for classroom access to several on-line activities.  One website in particular, MobyMax, generated data that all teachers were able to use as well as a variety of on-line tools.

12.  Did the technology contribute to the success of the program and, if so, how?

The data gathered from MobyMax was fresh and up to date as the software was constantly being updated.   Reports were generated to identify students in need of remedial instruction in specifically identified areas of the Common Core State Standards. The school website kept parents abreast of initiatives and programs that they could support throughout the year.

# SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

## Evaluation of 2014-2015 Student Performance

### *State Assessments-Partially Proficient*

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

| English Language Arts | 2013-2014 | 2014-2015 | Interventions Provided | Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention). |
|---|---|---|---|---|
| Grade 4 | 20 | TBD | Invitation to After School Program | We are waiting for the PARCC results |
| Grade 5 | 6 | TBD | After School and Before School Program | We are waiting for the PARCC results |
| Grade 6 | 12 | TBD | After School Program and Before School Program | We are waiting for the PARCC results |

| Mathematics | 2013-2014 | 2014-2015 | Interventions Provided | Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention). |
|---|---|---|---|---|
| Grade 4 | 16 | TBD | Small group instruction in class; after school tutoring, summer program | We are waiting for the PARCC results |
| Grade 5 | 4 | TBD | Small group instruction in class; after school tutoring, summer program | We are waiting for the PARCC results |
| Grade 6 | 3 | TBD | Small group instruction in class; after school tutoring, summer program | We are waiting for the PARCC results |

# SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

## Evaluation of 2014-2015 Student Performance
### *Non-Tested Grades – Alternative Assessments (Below Level)*

| English Language Arts | 2013 - 2014 | 2014 - 2015 | Interventions Provided | Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention). |
|---|---|---|---|---|
| Kindergarten | | | Center Activities to practice and reinforce skills, small group instruction | Teachers were better able to evaluate and target assistance. |
| Grade 1 | | | Center Activities to practice and reinforce skills, small group instruction | Number of retentions are down over the past year |
| Grade 2 | | | Center Activities to practice and reinforce skills, small group instruction | Number of retentions are down over the past year |

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

| Mathematics | 2013 - 2014 | 2014 - 2015 | Interventions Provided | Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention). |
|---|---|---|---|---|
| Kindergarten | | | Center Activities to practice and reinforce skills, small group instruction | Teachers were better able to evaluate and target assistance. |
| Grade 1 | | | Center Activities to practice and reinforce skills, small group instruction | Number of retentions are down over the past year |
| Grade 2 | | | Center Activities to practice and reinforce skills, small group instruction | Number of retentions are down over the past year |

## Evaluation of 2014-2015 Interventions and Strategies

*Interventions to Increase Student Achievement* – **Implemented in 2014-2015**

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of<br>Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| ELA | Students with Disabilities | Small group instruction with targeted assistance | | PARCC results<br>Student Growth Objectives were met at a higher rate | We are waiting for the results of the PARCC and the DLM taken by the students |
| Math | Students with Disabilities | Small group instruction with targeted assistance | | PARCC results<br>Student Growth Objectives were met at a higher | We are waiting for the results of the PARCC and the DLM taken by the students |
| ELA | Economically Disadvantaged | Small group instruction with targeted assistance | | PARCC results<br>Student Growth Objectives were met at a higher | We are waiting for the results of the PARCC |
| Math | Economically Disadvantaged | Small group instruction with targeted assistance | | PARCC results<br>Student Growth Objectives were met at a higher | We are waiting for the results of the PARCC |
| ELA | All students | Class Size Reduction | | Lesson plans and classroom observations<br> Benchmark Assessments<br>PARCC Results | Although we do not have the PARCC test results yet, we do have a series of assessments administered throughout the year in our running records and SGO Assessments.  In all grades, the achievement rate was well over 80%- many times hitting 100% attainment |
| Math | All students | Class Size Reduction | | Lesson plans and classroom observations<br> Benchmark Assessments<br>PARCC Results | Although we do not have the PARCC test results yet, we do have a series of assessments administered throughout the year in our running records and SGO Assessments.  In all grades, the achievement rate was well over 80%- many times hitting 100% attainment |

# SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

***Extended Day/Year Interventions*** – Implemented in 2014-2015 to Address Academic Deficiencies

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of<br>Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| ELA | All students | Extended school day/year programs | | Pre and post interventions assessments<br>PARCC Results<br>Attendance Data | We are waiting for the results of the PARCC. |
| Math | All students | Extended school day/year programs | | Pre and post interventions assessments<br>PARCC Results<br>Attendance Data | We are waiting for the results of the PARCC. |
| ELA | Economically Disadvantaged | Extended school day/year programs | | Decreased the percentage of students with failing grades over last year | We are waiting for the results of the PARCC. |
| Math | Economically Disadvantaged | Extended school day/year programs | | Decreased the percentage of students with failing grades over last year | We are waiting for the results of the PARCC. |

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

## Evaluation of 2014-2015 Interventions and Strategies

*Professional Development* – **Implemented in 2014-2015**

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of<br>Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| ELA | All students | PARCC PLC<br><br>Differentiated Instruction PLC<br><br>Dyslexia workshop | Y | Lesson plans and classroom observations. Student Achievement on Standardized tests and Benchmark Assessments | PARCC Results |
| Math | All students | PARCC PLC<br><br>Differentiated Instruction PLC | Y | Lesson plans and classroom observations. Student Achievement on Standardized tests and Benchmark Assessments | PARCC Results |

*Family and Community Engagement* **Implemented in 2014-2015**

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of<br>Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| ELA | All Students | PARCC Information Night<br><br>Family Literacy Nights<br><br>Internet Safety for Parents<br><br>Book It Bag It Lunch<br><br>American Education Week Classroom Visits | Y | Surveys<br>Attendance<br>Participant Comments | Students earned 'tickets' for correct responses while playing the interactive games<br><br>Parent ratings on survey |

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| | | Parents, Poetry and Pastry! Back to School Night Parent Conferences in October | | | |
| Math | All students | Family Math Fun Night American Education Week Classroom Visits Back to School Night Parent Conferences in October | | Surveys Attendance Student Comments | Students earned 'tickets' for correct responses while playing the interactive games Parent ratings on survey |

**Principal's Certification**

**The following certification must be completed by the principal of the school.  Please Note:** Signatures must be kept on file at the school.  A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☒   I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan.  Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.


Robert N. Franks                                                    *Robert N. Franks*                                         June 30, 2015
**Principal's Name**                                          **Principal's Signature**                                        **Date**

*ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)]   that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "*

### 2015-2016 Comprehensive Needs Assessment Process
### *Data Collection and Analysis*

**Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015**

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) |
|---|---|---|
| Academic Achievement – Reading | NJASK (3-6)<br><br>These state tests determine individual student achievement in the area of Reading for all students in grades 3, 4,5 and 6.  The test scores then provide the administration with the ability to identify at risk students, compare our annual test scores with other schools in the district, other schools in our District Factor Grouping, and with the state average.<br><br>In addition, student report card data, district and state assessments, formative and summative assessments based upon criterion reference tests using *Treasures,* teacher generated tests and quizzes, and benchmark results provide additional information to drive instruction in this content area. | On the 2014 administration of the NJASK:<br><br>**Grade 3** – 73.7 % of students scored Proficient or Advanced Proficient<br><br>G**rade 4** –52.8 % of students scored Proficient or Advanced Proficient<br><br>**Grade 5**- 76% demonstrated Proficiency<br><br>**Grade 6** – 69.7 demonstrated Proficiency<br><br>As a school- we did not meet our target. Again we concentrated our efforts with the extended day program to the winter/spring. |
| Academic Achievement - Writing | NJASK (3-6)<br><br>The State test measures Writing as one component of the Language Arts score.  Teachers have also created a | On the 2014 administration of the NJASK:<br><br>**Grade 3 –**   When comparing the results of the 'Just Proficient Means' for the Writing Section of the NJ ASK our general population score was above the JPM, however our sub-groups scored lower. |

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) |
|---|---|---|
| | Writing Rubric, based upon the criteria established by the State, and incorporating the CCSS.  Writing prompts are analyzed on a monthly basis and scored by the teacher, as well as 'blind' analysis involving another grade level teacher scoring another classroom's essays. Students also participated in a school-wide SGO in writing that achieved good results. | **Grade 4, 5 and 6** – When comparing the results of the 'Just Proficient Means' for the Writing Section of the NJ ASK , the results were similar for these grades as they were for Grade 3  **Writing Prompts**- Teachers are 'blind' rating the essays, using a scoring rubric more closely related to the PARCC .  The writing prompt has also changed to reflect the questioning style of the PARCC |
| Academic Achievement - Mathematics | NJASK (3-6) These state tests determine individual student achievement in the area of Mathematics for all students in grades 3, 4 and 5.  The test scores then provide the administration with the ability to identify at risk students, compare our annual test scores with other schools in the district, other schools in our District Factor Grouping, and with the state average. In addition, student report card data, district and state assessments, formative and summative assessments based upon criterion reference tests using *Go Math,* teacher generated tests and quizzes, benchmark results provide additional information to drive instruction in this content area. | **Grade 3**- 74.3% demonstrated Proficiency or Advanced Proficiency  **Grade 4**- 75.5% demonstrated Proficiency or Advanced Proficiency **Grade 5**- 90.4% demonstrated Proficiency or Advanced Proficiency  **Grade 6** –70.9% demonstrated Proficiency or Advanced Proficiency  Total School Population Performance target was not met. |
| Professional Development | Staff Needs Assessment Surveys | The East Dover Faculty completed surveys in which they were asked about their greatest professional development needs in relation to student achievement.  Two |

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) |
|---|---|---|
| | | components were repeated: Differentiated Instruction techniques and new resources for teaching reading in light of the CCSS and PARCC. Of concern are the technology skills required for students to be successful on the PARCC, and several PLCs will be created. |
| School Climate and Culture | *Staff and Parent Needs Assessment Surveys* These surveys provide staff and parents with the opportunity to evaluate our school's efforts to provide a positive learning environment, to offer challenging instructional opportunities for all students and to promote strong relationships between parents and East Dover School. | Reviewing the data from our staff surveys as well as the Parent Surveys, we concluded that relationships between stakeholders are very positive, the overall school climate supports an environment that is conducive to learning, and that all stakeholders are valued as intrinsic components to student success. |

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

### 2015-2016 Comprehensive Needs Assessment Process*
### *Narrative*

1. What process did the school use to conduct its Comprehensive Needs Assessment?

   The needs assessment was conducted using a multi-tiered approach.  A comprehensive needs assessment was conducted over a several month period.  The school stakeholders created a school profile by assessing the current status of the school with respect to student needs, curriculum and instruction, professional development, family and community involvement, and school context and organization**.**

2. What process did the school use to collect and compile data for student subgroups?

   Data released by the NJDOE pertaining to the state assessment results for all student subgroups is a primary source of data that is collected by the Assistant Superintendent of Schools and compiled in a district database.  The scores of students in the district less than one year are removed and the subgroup scores are analyzed.  Scores are compared with Annual Performance Target scores from previous years for this school as well as with other elementary schools within the district. The NJDOE's School Performance Report data is also analyzed, and the results are compared to county and state averages.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is

   designed to measure) and reliable (yields consistent results)?

   The State of New Jersey ensures NJASK scores are statistically reliable as detailed in the 2014 NJASK Technical Reports for Grades 3-8, which can be accessed at http://www.state.nj.us/education/assessment/es/njask_tech_report13.pdf

4. What did the data analysis reveal regarding classroom instruction?

   Teachers conducted grade level analysis of the data to make adjustments to classroom instruction.  Teachers are now more aware and confident using formative assessments and using them frequently to make adjustments, create new activities and re-teach in small groups of students who are experiencing difficulty.  As we approach even higher demands in testing, this is imperative for our students to be successful.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

   Teachers are concerned about the changes in curriculum, instruction and assessment through the Core Content State Standards and how this affects standardized testing in the future.  The emphasis of Professional Development in the past has been addressing these concerns and will continue.

6. How does the school identify educationally at-risk students in a timely manner?

   In addition to using a district database to track students' achievement on state assessments, pre-and post-assessments along with student grades and teacher recommendation are used to identify at-risk students in a timely manner.

7. How does the school provide effective interventions to educationally at-risk students?

   Educationally at-risk students in grades 1-6 are afforded opportunities to attend afternoon extended-day tutoring sessions in language arts and math. Each extended- day session is 45 minutes in duration.  During the school day, the classroom teachers created learning stations and focused instruction on small groups for more direct interventions. In addition, the morning homework assistance program was conducted for fifth and sixth graders.  This program included instruction in both language arts literacy and mathematics.  The program was held every morning of the week and students could attend one or all sessions.

8. How does the school address the needs of migrant students?

   NA

9. How does the school address the needs of homeless students?

   Working with the district Homeless Liaison, families were assisted in registering for services.  The District provided transportation from the shelter to school so that the education program was uninterrupted.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

    Teachers were engaged in decisions regarding the appropriate use of assessments through the use of grade level meetings.  During these bi-monthly meetings, teachers review assessment data, discuss effective instructional strategies, and develop appropriate assessments. Teachers were also involved in the development of the Student Growth Objectives (SGO), the maintenance of running records and were making improvements throughout the year.  Teachers shared new techniques through participation in PLCs.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

    When registering, parents receive a booklet in either English or Spanish about helping their child make the transition to a full day of school.  Students attending the school as kindergarten students are invited along with their parents to participate in an orientation session in the month of

August.  This orientation provides parents with a variety of information about the school and the kindergarten program.  During the year, they have Reading Buddies, third grade students who not only read along with their 'buddies' in Kindergarten, but create friendships to ease the transition.  In June, sixth graders receive an orientation of the middle school building and are provided with an overview of the vast array of programs available to them as middle school students.

**12.** How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

In addition to closely analyzing the item analysis from the comprehensive needs assessment surveys, members of the Schoolwide Planning Team reviewed several years worth of testing data, NCLB school report card information, and school data (attendance, discipline, and enrollment).

## 2015-2016 Comprehensive Needs Assessment Process
### *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan.  Complete the information below for each priority problem.

| | #1 | #2 |
|---|---|---|
| Name of priority problem | Teachers to Reduce Class Size | Improving Language Arts Literacy and Reading Instruction- Grades 1-6  (CCSS) |
| Describe the priority problem using at least two data sources | The school must address the needs of all students in order to ensure the school meets and exceeds the state's Annual Performance Targets.  Additionally, smaller class sizes are needed to enhance the school's overall academic program, and reduce the number of students being retained at the lower grade levels. | Close the achievement gap and increase the level of language arts and reading achievement for all students on the PARCC Ensure the building can achieve APT. |
| Describe the root causes of the problem | In order to make the necessary academic gains, many students need a high level of individualized instruction, which smaller class sizes will foster. | The Language Arts scores for students in grades 4, 5 and 6 decreased.  In addition, 80% of our student population reside in households in which English is not the primary language spoken. |
| Subgroups or populations addressed | All students | All students |
| Related content area missed (i.e., ELA, Mathematics) | Schoolwide (LAL and Math) Hispanic (LAL and Math) Economically Disadvantaged (LAL and Math) | Schoolwide (LAL and Math) Hispanic (LAL and Math) Economically Disadvantaged (LAL and Math) |
| Name of scientifically research based intervention to address priority problems | Guidance for Class-Size Reduction Program: April 2000 *The Principles of Educational Reform Wenglinsky, H., 1997.* *When money matters: How educational expenditures improve student performance and how they don't?* *The Student Teacher Achievement Ratio—Tennessee's Project STAR and Project Challenge program results (1999)* Pate-Bain, H., Fulton, D., and Boyd-Zaharias, J. (2000) *Effects of Class-Size Reduction in the early grades (K-3) on High School Performance: preliminary results (1999) from* | Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://ies.ed.gov/ncee/wwc/publications_reviews.aspx Gersten, R., Compton., D., Connor, C.M., Dimino, J., Santoro, L., |

| | | |
|---|---|---|
| | *Project STAR, Tennessee's Longitudinal Class-Size Study*<br><br>Wisconsin's Student Achievement Guarantee in Education,<br>Major Evaluation Findings (1996-1998)<br>*RAND* corporation's evaluation of *Class Size Reduction (CSR)* Bain, H. et al. (1989) A Study of First Grade Effective Teaching Practices from the Project Star Class Size Research | Linan-Thompson, S., and Tilly, W.D. (2008) Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A Practice Guide. Washington, DC: National Center for Regional Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch<br><br>Gersten, R., Baker, S., Collins, P., Linan-Thompson, S., Scarcella, R., and Shanahan, T., (2007) Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide. Washington, DC: National Center for Regional Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch<br><br>Graham, S., Bollinger, A., Olsen, C.B., D'Aoust, C., MacArthur, C., McCutcheon, D., Olinghuse, N. Teaching Elementary School Students to Be Effective Writers. A Practice Guide, Washington, DC: National Center for Regional Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch<br><br>Shanahan, T., Callison, K., Carriere, C., Duke, N.K., Pearson, P.D., Schatschneider, C and Torgeson, J., (2010) Improving Reading Comprehension in Kindergarten Through 3rd Grade, A Practice Guide, Washington, DC: National Center for Regional Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education. Retrieved from What Works.ed.gov/publications/practice guide. |
| How does the intervention align with the Common Core State Standards? | Instructional Strategies, assessments that drive instruction, and lesson planning are aligned with the district curriculum, and the Common Core Standards. | Instructional Strategies, assessments that drive instruction, and lesson planning are aligned with the district curriculum, and the Common Core Standards. |

**2015-2016 Comprehensive Needs Assessment Process**
*Description of Priority Problems and Interventions to Address Them (continued)*

| | #3 |
|---|---|
| Name of priority problem | Improving Mathematics Instruction-Grades 1-6 (CCSS) |
| Describe the priority problem using at least two data sources | The new PARCC test anticipation of similar test scores |
| Describe the root causes of the problem | Based 2013 NJ ASK and NJ PASS results – all grade levels are experiencing a shift to the CCSS in math. The test sores demonstrate growth toward the target achievement score, however low scores in Grade 3 and 5. A look into the JPM in Math highlight one areas in need of improvement for Grade 3- Measurement and Data. |
| Subgroups or populations addressed | All students |
| Related content area missed (i.e., ELA, Mathematics) | Schoolwide (LAL and Math)<br>Hispanic (LAL and Math)<br>Economically Disadvantaged (LAL and Math) |
| Name of scientifically research based intervention to address priority problems | Mathematics Teaching in the 21st Century (MT21)<br>Using a standards based learning environment within the elementary classroom<br><br>Halpern, D., Aronson, J., Reimer, N., Simpkins, S., Star, J., & Wentzel, K. (2007)<br>Encouraging Girls in Math and Science: A Practice Guide Washington, D.C.: National Center for Regional Evaluation and Regional Assistance, Instituted of Educational Sciences, U.S. Department of Education. Retrieved from What Works.ed.gov/publications/practice guide.<br><br>Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J., Witzel.B. ((2009)<br>Assisting Students Struggling with Mathematics: Response |

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|---|---|
|  | to Intervention for Elementary and Middle Schools. Washington, D.C.: National Center for Regional Evaluation and Regional Assistance, Instituted of Educational Sciences, U.S. Department of Education. Retrieved from What Works.ed.gov/publications/practice guide. http://ies.ed.gov/ncee/wwc/practice guide.aspx?sid=2.<br><br>Woodward, J., Beckmann, S., Driscoll, M., Franke, M., Herzig, P., Jitendra, A., Koedinger, K.R., & Ogbuehi, P. (2012) Improving mathematical problem solving in grades 4 through 8: A Practice Guide Washington, DC: National Center for Regional Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education.<br>Retrieved from What Works.ed.gov/publications/practice guide. |
| How does the intervention align with the Common Core State Standards? | Instructional Strategies, assessments that drive instruction, and lesson planning are aligned with the district curriculum, and the Common Core Standards. |

# SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

*ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "*

**2015-2016 Interventions to Address Student Achievement**

| | | | | | |
|---|---|---|---|---|---|
| ESEA §1114(b)(I)(B) *strengthen the core academic program in the school;* | | | | | |
| **Content Area Focus** | **Target Population(s)** | **Name of Intervention** | **Person Responsible** | **Indicators of Success (Measurable Evaluation Outcomes)** | **Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse) |
| ELA | All Students<br><br>K - 6 | Learning Centers | Mr. Franks, Principal | Lesson Plans, Observations | Gersten, R., & Compton, D. et al (2009) *Response to Intervention: A Research Review Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades*<br><br>Gersten, R., Baker, S., Collins, P., Linan-Thompson, S., Scarcella, R., and Shanahan, T., (2007) *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide.* Washington, DC: National Center for Regional Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch<br><br>Graham, S., Bollinger, A., Olsen, C.B., D'Aoust, C., MacArthur, C., McCutcheon, D., Olinghuse, N. *Teaching Elementary School Students to Be Effective Writers. A Practice Guide.,* Washington, DC: National Center for Regional Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch<br><br>Shanahan, T., Callison, K., Carriere, C., Duke, N.K., Pearson, P.D., Schatschneider, C and Torgeson, J., (2010) *Improving Reading Comprehension in Kindergarten Through 3rd Grade,* A Practice Guide, Washington, DC: National Center for Regional Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education. Retrieved from  What Works.ed.gov/publications/practice |

## SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
|---|---|---|---|---|---|
| *ESEA §1114(b)(I)(B) strengthen the core academic program in the school;* |
| | | | | | guide. |
| Math | All Students K-6 | Learning Centers | Mr. Franks, Principal | Lesson Plans, Observations | Gersten, R., & Compton, D. et al (2009) *Response to Intervention: A Research Review Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades*<br><br>Gersten, R., Baker, S., Collins, P., Linan-Thompson, S., Scarcella, R., and Shanahan, T., (2007) *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide.* Washington, DC: National Center for Regional Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch<br><br>Graham, S., Bollinger, A., Olsen, C.B., D'Aoust, C., MacArthur, C., McCutcheon, D., Olinghuse, N. *Teaching Elementary School Students to Be Effective Writers. A Practice Guide.,* Washington, DC: National Center for Regional Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch<br><br>Shanahan, T., Callison, K., Carriere, C., Duke, N.K., Pearson, P.D., Schatschneider, C and Torgeson, J., (2010) *Improving Reading Comprehension in Kindergarten Through 3$^{rd}$ Grade,* A Practice Guide, Washington, DC: National Center for Regional Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education. Retrieved from  What Works.ed.gov/publications/practice guide. |

## SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

| ESEA §1114(b)(I)(B) strengthen the core academic program in the school; | | | | | |
|---|---|---|---|---|---|
| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
| ELA/Math | Grades K - 6 | Class Size Reduction | Mr. Franks, Principal | Increased achievement on State assessments and attainment of NJDOE established Annual Performance Targets. | **The Principles of Educational Reform:** *Guidance for Class-Size Reduction Program* **(April 2000)** *The Schooling Practices That Matter Most* **(2000)** by Northwest Regional Educational Laboratory |

*Use an asterisk to denote new programs*.

**2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement**

| ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; | | | | | |
|---|---|---|---|---|---|
| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
| ELA | K-6 | Extended-day Tutoring Extended School Year - Summer Program | Mr. Franks, Principal | Attainment of Annual Performance Targets  Student participants in the program will demonstrate growth from the previous year Student participants in the program will demonstrate growth to be better prepared for the next grade level | *Structuring Out-of-School Time to Improve Academic Achievement* **(July 2009)** by The Institute of Education Services (IES) National Center for Education Evaluation and Regional Assistance |
| Math | K-6 | Extended-day Tutoring Extended School Year - Summer Program | Mr. Franks, Principal | Student participants in the program will demonstrate growth to be better prepared for the next grade level | *Structuring Out-of-School Time to Improve Academic Achievement* **(July 2009)** by The Institute of Education |

## SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

*ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;*

| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
|---|---|---|---|---|---|
| | | | | Attainment of Annual Performance Targets<br><br>Student participants in the program will demonstrate growth from the previous year | Services (IES) National Center for Education Evaluation and Regional Assistance |

*Use an asterisk to denote new programs*.

**2015-2016 Professional Development to Address Student Achievement and Priority Problems**

*ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|---|---|---|---|---|---|
| ELA | K-6 | PLC Topics including but not limited to, Using technology to engage students, Motivation, content area literacy, RTI, APA, Lexile Frameworks, and Common Core | Mr. Franks, Principal | Incorporation of new strategies into lesson plans Attainment of the NJDOE established Annual Performance Targets for LAL and mathematics<br><br>PLC Agendas/Minutes<br><br>SPDC Survey Results | Hamilton, L, Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., Wayman, J. (2009) *Using Student Achievement Data to Support Instructional Decision Making* A Practice Guide. Washington, DC: National Center for Regional Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov//ncee/wwc/PracticeGuide.aspx?sid=12<br><br>Black, P., and William, D. (1998) *Inside the Black Box: Raising Standards Through Classroom Assessment* Boston, Carol (2002) *The Concept of Formative Assessment. Practical Assessment, Research and Evaluation* |

## SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

*ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|---|---|---|---|---|---|
| | | | | | Gallagher, C. & Worth, P. (2008) *Formative Assessment Policies, Programs, and Practices in the Southwest Region* |
| Math | K-6 | PLC Topics including but not limited to, Using technology to engage students, Motivation, content area literacy, RTI, APA, Lexile Frameworks, and Common Core | Mr. Franks, Principal | Attainment of the NJDOE established Annual Performance Targets for LAL and mathematics<br><br>PLC Agendas/Minutes<br><br>SPDC Survey Results | Hamilton, L, Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., Wayman, J. (2009) *Using Student Achievement Data to Support Instructional Decision Making*<br>A Practice Guide. Washington, DC: National Center for Regional Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov//ncee/wwc/PracticeGuide.aspx?sid=12<br><br>Black, P., and William, D. (1998) *Inside the Black Box: Raising Standards Through Classroom Assessment*<br>Boston, Carol (2002) *The Concept of Formative Assessment. Practical Assessment, Research and Evaluation*<br><br>Gallagher, C. & Worth, P. (2008) *Formative Assessment Policies, Programs, and Practices in the Southwest Region* |

## SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

*ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|---|---|---|---|---|---|
| ELA/Math | | PARCC Training | Mr. Franks, Principal | Staff attendance<br><br>Staff feedback on evaluation forms | **Hamilton, L, Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., Wayman, J.** (2009) *Using Student Achievement Data to Support Instructional Decision Making*<br>A Practice Guide. Washington, DC: National Center for Regional Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov//ncee/wwc/PracticeGuide.aspx?sid=12 |

*\*Use an asterisk to denote new programs*.

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

## Evaluation of Schoolwide Program*
### (For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement.  Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1.  Who will be responsible for evaluating the schoolwide program for 2015-2016?  Will the review be conducted internally (by school staff), or externally?  How frequently will evaluation take place?

    Evaluation and review will be the responsibility of the school administration, School Wide Planning Committee and the School Improvement Panel, with input from parents and community stakeholders.

2.  What barriers or challenges does the school anticipate during the implementation process?

    The barriers will be to have parents encourage their children to participate and to have enough translators for the parents during parent programs

3.  How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

    Effective and ongoing communication between home and school will be the first step in this process of obtaining the necessary buy-in from all stakeholders. In addition, the school will continue to provide communication materials in both English and Spanish so that parents can fully comprehend important notices. Next, increasing home/school collaboration is crucial and to do so, our school will need to include varied and diverse opportunities for parents so that can fully comprehend the importance of their roles as parents in their child's educational career. Finally, parent feedback and involvement data will be used to drive/support the process.

# SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

   Staff surveys, open discussion forums, and collaborative activities will be used to gauge the perception of the staff regarding the implementation of the schoolwide plan.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

   Parent/community surveys in English and Spanish, as well as open/honest discussions at parent meetings will be noted and utilized to gauge the perceptions of the community.

6. How will the school structure interventions?

   First, the school will identify students experiencing difficulty in mastering the CCSS by employing multiple assessments such as standardized testing, SGO benchmark testing, report card grades, formative assessments in the classroom and teacher observations. Using common prep periods and grade level meetings, teachers will utilize the results of their data analysis to develop effective interventions such as differentiated instruction, blended instruction and other research based practices to address the needs of the students.

7. How frequently will students receive instructional interventions?

   We plan to continue the extended-day program of one hour in ELA and one hour in Math. In addition, a summer program will be conducted.

8. What resources/technologies will the school use to support the schoolwide program?

   Access to Mac Air-books and iPads will assist teachers in their goals to familiarize students with on-line assessments. Each grade level has access to a set of 24 air-books. The inclusion of a technology specific class will also assist in this preparation, as students also learn touch-typing. Several on-line resources will be used such as MobyMax, which will assess a student's progress in ELA and Math.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

   Pre- and Post Assessments will be administered to demonstrate effectiveness of the interventions. State test results, as well as individual teacher's Student Growth Objectives, report card performance data will also be used.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

    The results of the program evaluation will be presented to all stakeholders at the Title I Parent Advisory Council Meeting in the fall and spring and at faculty meetings focusing on student achievement.

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

**ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services**

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

**2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems**

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|---|---|---|---|---|---|
| ELA | K-6 | PARCC Parent Information Night<br>Family Literacy Nights | Mr. Franks, Principal | In addition to evaluating the number of parents in attendance, feedback from participants will be documented, and students' PARCC scores will be analyzed. | Linking School-Family-Community Partnerships in Urban Elementary Schools to Student Achievement on State Tests (2003) by Urban Review<br>Turning Around Chronically Low-Performing Schools (May 2008) by The Institute of Educational Studies |
| Math | K-6 | Mathlympics | Mr. Franks, Principal | In addition to evaluating the number of parents in attendance, feedback from participants will be documented, and students' PARCC scores will be analyzed. | Linking School-Family-Community Partnerships in Urban Elementary Schools to Student Achievement on State Tests (2003) by Urban Review<br>Turning Around Chronically Low-Performing Schools (May 2008) by The Institute of Educational Studies |
| All | All Parents | Frequent and Ongoing Surveys/ For Parents | Mr. Franks, Principal | Feedback from surveys measuring the effectiveness and efficiency of our parent programming and school related events and practices. | Linking School-Family-Community Partnerships in Urban Elementary Schools to Student Achievement on State Tests (2003) by Urban Review<br><br>Building Collaboration Between Schools and Parents of English Language Learners: Transcending Barriers, Creating Opportunities (2008) by National Center for Culturally Responsive Educational Systems |

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|---|---|---|---|---|---|
| All | All Parents | *Parenting Workshops to support parents in helping their children with homework and other school assignments, and working with pre-teens | Mr. Franks, Principal | • Number of Attendees<br>• Feedback on parent surveys<br>Review of PARCC scores and School Performance Report | Herman, R., et al. (2008) *Turning Around Chronically Low-Performing Schools* |
| All | All Parents | Parent Newsletters | Mr. Franks, Principal | Parent Feedback<br>Average Attendance | Linking School-Family-Community Partnerships in Urban Elementary Schools to Student Achievement on State Tests (2003) by Urban Review |

*Use an asterisk to denote new programs*.

## 2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the

   comprehensive needs assessment?

   An emphasis will be placed on conducting parent involvement activities that will enhance parents' English Language acquisition, so they develop the skills needed to support and hone their child's reading and writing ability at home.  Parents have expressed an interest in more events.  Our short-term goal is to increase student achievement but our long-term goal is to ensure that our students are prepared for today's entry-level careers, freshman-level college courses, and workforce training programs" (http://www.corestandards.org/what-parents-should-know/).  Thus, parent programs will need to provide families with specific strategies and suggestions that are grounded in research and best practices that will help students improve their reading skills and become competent readers.

2. How will the school engage parents in the development of the written parent involvement policy?

   Parents are invited to attend and actively participate in two (2) Title I Parental Involvement meetings, which are held in September and in the spring.

3. How will the school distribute its written parent involvement policy?

   The Parental Involvement Policy will be sent home during the fall conferences and available on the school website.

4. How will the school engage parents in the development of the school-parent compact?

   The School-Parent Compact is reviewed and revised, as necessary, during the two (2) annual Title I Parental Involvement meetings.

5. How will the school ensure that parents receive and review the school-parent compact?

   The School-Parent Compact will be sent home with the parents available on the school website.

6. How will the school report its student achievement data to families and the community?

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Student achievement is reported at Board of Education meetings, in which the principal presents the school's state assessment results and reviews the school performance report. This information is also reviewed at the Title I Parent Advisory Council Meetings.

7. **How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?**

   Notification will be sent home under separate cover, if the objectives for Title III have not been met.

8. **How will the school inform families and the community of the school's disaggregated assessment results?**

   Disaggregated assessment results are reported at Board of Education meetings, in which the principal presents the school's Annual Test results and reviews the school performance report. This information is reviewed at the Title I Parent Advisory Council Meeting.

9. **How will the school involve families and the community in the development of the Title I Schoolwide Plan?**

   The school involves families and the community in the development of the Title I Schoolwide Plan by conducting collaborative Parent Advisory Council and Title I Parental Involvement meetings. Additionally, family and community input is garnered from feedback forms that are collected following school events, a parent survey that is distributed during the year, and countless conversations that are held between building administrators and family/community members.

10. **How will the school inform families about the academic achievement of their child/children?**

    In order to inform parents about their child's assessment results, teachers present each student's individual score report to the parents at the first conferences of the year. In this way, the teacher can have a conversation with the parents about the results and how the results will help the teacher this year in instruction for his/her child. In addition, parents are provided with quarterly mid-quarter progress reports and marking period grades, weekly/bi-weekly progress reports, as necessary and for may grade levels, weekly communications from the classroom teacher. Furthermore, parent-teacher conferences are held at least once a year; however, they are also scheduled throughout the course of the year at the request of teachers and/or parents.

11. **On what specific strategies will the school use its 2015-2016 parent involvement funds?**

    We will continue the parent newsletters that parents reported were an anticipated communication. As the newsletters were in both English and Spanish, families felt appreciated. We will continue the evening programs reinforcing language arts and math skills for parents to be able to assist their children. Funds may be expended to pay East Dover Staff for serving as facilitators for the programs and parenting skills workshops.

# SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

*ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.*

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified.  To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119.  Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

**Strategies to Attract and Retain Highly-Qualified Staff**

| | Number & Percent | Description of Strategy to Retain HQ Staff |
|---|---|---|
| Teachers who meet the qualifications for HQT, consistent with Title II-A | 38 | Teachers are offered opportunities to grow professionally through engagement in sustained, job-embedded activities outlined in the SPDC / LPDC and all components of the Mentoring Plan are implemented as well.  Opportunities to increase content knowledge are provided and supported by the district, including graduate coursework specific to the teachers' teaching assignment. |
| | 100% | |
| Teachers who do not meet the qualifications for HQT, consistent with Title II-A | N/A | |
| | | |
| Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test) | 9 | A clear and concise job description that includes necessary qualifications, role and responsibilities for the paraprofessionals is the foundation for the retention of HQ staff members. Paraprofessionals are closely supervised by the building administration to determine how well they work with their assigned teacher, their level of competency in the classroom setting, and their interactions with students. During the formal and informal evaluation process, paraprofessionals are provided with specific feedback for improvement, commendations for positive contributions to class/school, and an opportunity to share insights or concerns about the position. |
| | 100% | |
| Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)* | N/A | |

# SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

\* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers.  The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

| Description of strategies to attract highly-qualified teachers to high-need schools | Individuals Responsible |
|---|---|
| Through the implementation of the 2013-14 Professional Development Plan, there was a continuation of teachers obtaining hours through participation in sustained, job-embedded opportunities that promoted the achievement of the Common Core State Standards, Dover Board of Education Goals and East Dover building objectives, Professional Development Standards for NJ Educators, and No Child Left Behind Legislation.  Professional Development within the district supported the key points of the NSDC's definition of professional development by having the majority of teachers in the district accrue most of their hours through participation in professional development opportunities offered on-site, during the school year, and supported by external assistance. Some teachers also demonstrated professional growth by attending graduate school in content specific courses.<br><br>Based upon the provisions of TEACHNJ Act and Achieve NJ, every school must establish a School Improvement Panel (ScIP) whose role is to ensure, oversee, and support the implementation of the district's evaluation, professional development (PD), and mentoring policies at the school level. The ScIP also ensures that teachers have a strong voice and significant opportunity to help shape evaluation procedures within each school. (http://www.state.nj.us/education/AchieveNJ/teacher/SchoolImprovementPanelandImprovingEvaluation.pdf)<br><br>During the 2014-15 the ScIP Committee at East Dover School will survey the staff to ascertain the needs and preferences of the staff members and then determine meaningful professional development activities that are best suited to advance the skills set of all teachers, augment classroom instruction and improve student achievement | District Administrators<br><br>Building Administration and ScIP Committee Members |